

# Third Annual Triad Teacher Researcher Conference



Triad Teacher Researchers  
Wednesday, April 25, 2012  
5:30-9:00pm  
UNC-Greensboro  
School of Education Building

**Empowering Educators, Supporting Students**

## Program Schedule

<b>5:30-6:00</b>	<b>Registration &amp; Program Review</b> , <i>School of Education Building Lobby</i> <i>Please take this time to register, socialize, and review your program.</i> <i>Make a plan for sessions you want to attend.</i>
<b>6:00-6:25</b>	<b>Welcome &amp; Dinner</b> , <i>School of Education Building, Room 114</i> Colleen Fairbanks, Chair of Teacher Education and Higher Education Terri Roberts, Opening Speaker
<b>6:30-7:00</b>	<b>Session 1</b>
<b>7:05-7:35</b>	<b>Session 2</b>
<b>7:40-8:00</b>	<b>Meet &amp; Greet</b>
<b>8:05-8:35</b>	<b>Session 3</b>
<b>8:40-9:00</b>	<b>Closing Remarks &amp; Door Prizes</b> , <i>School of Education Building, Room 114</i> Joy Myers, TTR Co-founder

## About the Opening Speaker

Ms. Terri Roberts is an AG teacher at Southwest Elementary School and has taught 20 year. She won teacher of the year multiple years in a row (New Teacher of the Year and Math Teacher of the Year). She received a grant to make a publishing room for her students where they purchased paper, pencils, gel pens, crayons etc. About this, she said, "Some children come into the classroom at the beginning of the year hating to write. By the end of the year they say, 'I'll send you an autographed copy of my first novel.'" About teaching, Terri said, "Whatever I do , whatever my career is, it just really consumes me," she said. "But teaching is more than that. It really gets into your heart. You can't do it halfway. And it takes weekends and late hours at work but... I love it."

## About the Triad Teacher Researchers

The Triad Teacher Researchers is a network of teachers dedicated to thoughtful teaching and learning.

We began as a group of four teachers who were looking for a supportive network of teacher researchers in the Triad area with the goal of impacting teacher and student learning through research. Our hope is to increase dialogue in central North Carolina about teacher research, create a community of supportive, passionate teachers, and to contribute to the professional body of knowledge about teaching and learning.

Our group is growing, and we are hoping to expand our network of supportive teacher researchers.  
To learn more about the Triad Teacher Researchers or if you would like to join our group, visit our website:  
[www.triadteacherresearchers.com](http://www.triadteacherresearchers.com).

## Audience Level Key

EL-Elementary

MG-Middle Grades

HS-High School

U-University

## Door Prize #



**ROUNDTABLES**

Presenter 1 will present from 6:30-6:45.

Presenter 2 will present from 6:45-7:00.

Presenters will present their research and engage participants in dialogue about their process. As a courtesy to our presenters, we encourage participants to remain at their table for both presentations.

**Room 212** **Audience Level**

**TABLE 1**

Evidence 5 - TED 553 Final Unit Plan

HS

Dean Bagnoni

This presentation will consist of my Evidence 5, Impact on Student Learning, Seminar 680 final project in which I have implemented my TED 553 Unit into classroom practice. Through the implementation of my TED 553 Unit into the classroom I will be able to evaluate my preparation of the unit and my efforts in teaching it.

Enriching the Curriculum through Outdoor Education

EL

Mrs. Kari Barrett

Enriching subjects by integrating outdoor education gives students the opportunity to explore outside while increasing their understanding of integrated content objectives. How are the outdoor resources, such as greenhouse, nature trail and gardens being used? What are the barriers preventing the use of outdoor learning facilities in the elementary schools?

**TABLE 2**

Reading Response Logs

EL

Denise M. Cobb

This study examined the effect of using reading response logs as a tool to aid in comprehension and motivation among third grade students.

The Effects of Paideia Seminars on Student Thinking

EL, MG, HS

Laura Cameron

Sam Miller once wrote, "Quite simply, if you want students to think at higher cognitive levels, then your academic tasks need to require such thinking" (2003). This study investigates the ability of one such academic task. Paideia Seminars, to produce deep and meaningful thinking in a middle school language arts classroom.

**Room 214** **Audience Level**

**TABLE 1**

Increasing Elementary Male Engagement During Whole Group Math

EL

Alyson S. Boone

Through both scholarly research and teaching experience, I have noticed a difficulty with engaging young males in the whole group classroom setting, particularly in mathematics. My research was conducted with the purpose increasing male student engagement during whole group math in the elementary grades.

Strategies for Boys in the Spanish Classroom

HS

Jessica Bower

Traditionally, boys struggle in the foreign language classroom when compared with girls. The purpose of the research is to find strategies that assist boys in the Spanish classroom. The results of the research will hopefully be applicable for teachers across content areas.

**TABLE 2**

Impact on Student Learning at Glenn High School

HS

Meg Bridges

Through a unit on voting and political parties, a class of Civics and Economics students shed light on the different biases a teacher can unknowingly place in the diverse high school classroom.

Play in Preschool: What are the benefits and constraints?

EL

Dana Burton

Being a preschool teacher for seven years, I have witnessed the positive effects play can have on young children and my role in creating in those opportunities. Critics may wonder what are the benefits of play in a preschool classroom and what constraints does it offer.

**Room 217** **Audience Level**

**TABLE 1**

Students Transforming a School and "Fun Lunch"

EL, MG, HS, U

Erin Byrnes, Brandie Dunn, Antonia Alexander, Byron Harris, Kaddijatou Kebbeh, Ben Streich, Preston Rogers, Jacey Davis, Rain Tiller, Leena Torkey, Simone Moore

Empower students to improve their own school. Enable them to present their ideas for improving their school in a group/club setting. Encourage students to consider how they could make school more enjoyable for themselves and others. Entrust students with the power to improve their surroundings

**TABLE 2**Student Teaching

HS

Ned Carter

The purpose of this presentation is to chronicle my experiences as a student teacher from UNCG with a secondary social studies major. I will be researching the benefits and problems of having a class under of twelve students as opposed to a class of over twenty students. I will also be looking into the problems that new teachers face such as how to make sure the needs of your students are being covered.

Success for Struggling Learners During Inquiry Math Lessons

EL

Katina Chance

Many struggling learners, including EC students and ELLs, often have difficulties during inquiry based lessons. This research provides strategies to help these learners be more successful during inquiry based math.

**Room 219****Audience Level****TABLE 1**21st Century Civics

HS, U

Wendell "Josh" Cutshaw

As a student teacher in the 21st century, I will be expected to educate 21st century students. This means that I will need to use and teach 21st century skills and methods. During my time as a student teacher, I've practiced and honed these skills and methods. I look forward to discussing what I've learned in the roundtable discussion.

Teacher Effectiveness/World War I Unit

HS

Tiffany Helton

I conducted my research during my time as a secondary social studies student teacher, while attending UNCG. My findings will allow me to continue to grow as an educator in my ability to reach every student.

**TABLE 2**Who slipped the cracks in my US History classroom?

HS

Ashley Hilton

Students will be guided through a select topic in US History, exploring primary sources and authentic discussion, with emphasis on student-centered instruction. Pre-test and post-test results will display which sub-groups perform more proficiently and which groups "were left behind."

Improving Persistence in Problem Solving

MG, HS

Matt Jackson

Using task design and implementation to promote student persistence in math problem solving. A case study of three tasks examines the persistence effect of: levels of cognitive demand, relevance, utility, and accessibility.

**PAPER PRESENTATIONS**

Presenters will present for the entire 30-minute session, in which they will present their research and facilitate discussion where applicable.

**Room 206****Audience Level**The Effects of Instructional Technology on Student Motivation and Achievement

EL, MG, HS

Nicole Laster

My research is about digital immigrants teaching digital natives and whether or not instructional technology in the classroom can raise student motivation and reading test scores.

**Room 208****Audience Level**Homework Motivation and Completion

HS

Justin Tarlton

"Do we have to do homework?" is a familiar refrain heard in most classrooms. Homework seems to have become a tug-of-war battle between teachers and students. My research is geared toward understanding the core issues surrounding how we communicate the purpose of homework to our students and how that impacts the amount of effort students put into that work.

## POSTER PRESENTATIONS

Participants are invited to peruse the poster session and engage in dialogue with presenters.

Room 102	Audience Level
<u>Introduction to Economics</u> James Barr Taking students through the introduction to economic concepts like making tradeoffs, factors of production and understanding how markets work.	HS
<u>Motivating ESL students to Engage in Literacy Activities</u> Gregory M. Bowman, Deborah Taylor The research explores strategies teachers can use to motivate ESL students to engage in literacy activities. Twelve students in a 7th grade ESL class translate picture books to first languages to share with younger ESL students. Motivation in literacy activities is measured by the Garfield Motivational Survey and interviews. Reading progress is monitored by the John's Basic Reading Inventory.	MG
<u>Authentic Assessment in the Classroom</u> Danielle Boyst Using authentic assessments in High School Social Studies can enhance students' learning and understanding in ways that traditional assessments fail to do. I have created a unit plan that uses authentic assessments in a standard United States History class in place of traditional assessments.	HS
<u>Multiple Intelligences in a Fourth Grade Classroom</u> Megan Brubaker When fourth grade students begin to learn about the multiple intelligences they possess, do they choose assignments that align with their learning style? This research explores how students make decisions about assignments they complete as well as students' engagement and work quality when they choose assignments that fit their learning style.	EL
<u>Helping Elementary Students Set Goals</u> Kerri Cole Although many educators expect and desire for their students to set goals, it is often a difficult task for students to master. Goal-setting has been linked to success outside the classroom, so it is imperative for students to learn to set appropriate goals and achieve them.	EL
<u>How does daily journal writing impact kindergarten writing skills?</u> Kelly Gram I will determine if journal writing will help students to improve writing skills. I will use secret notes and extension questions to help students write. I will ask students about their writing to determine if this shows growth. Students will be asked to complete a survey about their thoughts towards journal writing.	EL
<u>Socratic Seminars: Constructing Understanding Through Discussion</u> Kristin Johnson The research and understanding of how Socratic Seminars help students' critical thinking skills and social skills can help teachers can gain strategies to teach students to be proficient speakers and listeners, as well as helping them to gain a deeper understanding of a text.	EL
<u>Pre-Columbian America and the European Conquest</u> Brandon Wilkins This unit deals with Pre-Columbian American tribes and their vast achievements. It counters the typical narrative that depicts these tribes as primitive. This unit talks about Columbus and the Spanish affects on the Native American tribes. Also, one lesson is about whether Columbus was a hero or a villain.	HS
<u>Student Perceptions of Rubric Use</u> Bethany Zimmerman Educators are being encouraged to use more rubrics, self-assessments, and peer-assessments. Increased use of these tools changes how students are graded. Students are given the criteria required to earn specific grades, leading to a sense of empowerment. This study examines students' motivation and perceptions of different tasks and assessment methods.	EL, MG
<b>Room 106</b>	<b>Audience Level</b>
<u>Impacting Student Learning in English Education</u> Lois Barnes, Luke Bump, Deana Bynem, Nate Conte, Katie Cranfill, Lexie Doggett, Jessica Elliot, Alejandra Fals, David Hall, Kayla Harrison, Victoria Hutchinson, Loran MacClean, Tiffany Morrow, Johnna Nall, Stephanie Pruitt, Erik Shepard, Kelson Thorn, Kansas Vaughn, Colt Weaver, and Cortney Wheelock This alternative poster presentation will begin with a dialogue about how teachers impact learning in a high school English classroom. The audience will have the opportunity to view and discuss 20 poster presentations with pre-service English teachers for approximately 20 minutes. We will end with a 10-minute discussion about what was learned and future implications for teacher research with novice educators.	HS, U

**ROUNDTABLES**

Presenter 1 will present from 7:05-7:20.

Presenter 2 will present from 7:20-7:35.

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**Room 212** **Audience Level**

**TABLE 1**

Essential Diversity Instruction in Schools with Stratification

HS

Tyler Anderson, Amanda McBee, Summer Hunter

With the growing trend of brushing issues of diversity beneath a rug, this unit served as a means to bring the issues of race, socio-economic status, sexuality, and people with special needs to the forefront of discussion; the mantra of "growth starts when you're not comfortable" was a key tenet.

Student Teaching: Psychology

EL, MG, HS, U

Kearstin Apostolo

This presentation is a self-study of a secondary social study student teacher's experience while teaching her very first unit lesson in high school psychology.

**TABLE 2**

Hearing Impairment and Early Literacy Exposure

EL

Wendy Baber

The effects of hearing loss on student achievement have the potential to cause significant academic challenges. This discussion will explore the effects of early literacy exposure and oral language development among two third grade students with hearing loss who are in a mainstream public school setting.

Task-Based Instruction in the Mathematics Classroom

EL

Bradley Barto

Task-based instruction has made its way to the forefront in elementary mathematics classrooms. The focus on integration of concepts and connections to real-world contexts is looked upon as a driving motivational force. Through surveys, interviews, observations, and student work analysis students consistently show a preference to this type of instruction. Looking further into the data growth should be expected based on student information sharing and confidence building of individual mathematics ability.

**Room 214** **Audience Level**

**TABLE 1**

Barriers and Success Strategies in Teaching Students from Refugee Families

EL

Amy Johnson

Students from refugee families come to schools facing many barriers but also bringing many gifts to the classroom. As teachers renew their mindset and implement strategies, they can help welcome and educate these newcomer students, creating a positive impact on our globalizing society.

AP World and Civics & Economics at Western Guilford

U

Ryan Kearney

I am a student teacher at UNCG. I have completed the education program and I have put that knowledge into action at Western Guilford High School. I will share my experience and opinions in addition to my research findings. The purpose of my research is to evaluate the effectiveness of a specific unit plan I teach. I am using a large variety of lessons and they all avoid a typical lecture or note taking format. The significance is that I have the opportunity to reflect on specific areas of my teaching where I did well and where I still need improvement.

**TABLE 2**

Reflecting on a Student Teacher's World History Teaching Unit

HS

Phillip Keller

As a social studies education teacher at the University of North Carolina at Greensboro, I am conducting research into the efficacy of a teaching unit I wrote during a methods class instructed by Dr. Wayne Journal. The unit was written for a World History class, and it attempts to differentiate to a variety of student needs and learning styles. I have recorded and analyzed data gained from implementing the unit in order to learn what I can do to most concretely and effectively improve my teaching.

They Attended Pre-School?

EL

Rita Leonard

Most ESL students entered kindergarten lacking phonemic awareness, had no letter knowledge or sound, nor print awareness despite preschool attendance. Spanish is spoken at home with little English academic activity involvement. Kindergarten teachers struggle. Parents need awareness. Is attending preschool really helping? May be not!

**Room 217****Audience Level****TABLE 1**Supreme Court Unit Plan Effectiveness

HS, U

Matthew Looney

A presentation that studies the effectiveness of a unit plan designed around up to date teaching strategies involving primary sources, technology and a variety of other strategies. The research is based upon a classroom and specifically three students with different ability levels will also be examined. As a student in the Social Studies curriculum at UNCG, I hope to uphold the long tradition of excellent teaching.

East Forsyth and the Civil War

HS

Steven Magee

This research will seek to understand students' knowledge of the civil war. Students will be assessed on their knowledge before they have been taught the material, and then re-assessed once the unit is complete.

**TABLE 2**Movement and Learning in the Classroom

EL

Emily Mangum

Does using movement and actions in the classroom help students better remember what they're learning? Do students prefer movement to staying in one place? Do frequent breaks help students be better prepared for learning? Come and find out what we learned!

21st Century Learning: How is it defined and used in secondary classrooms?

HS

Sumia Mustafa

Many efforts have been in place to incorporate 21st century learning it into every American classroom. The sole incorporation of technology seems to be the answer to 21st century learning, however, it is only part of the equation; there are many different aspects of 21st century learning.

**Room 219****Audience Level****TABLE 1**Biological Psychology Unit for CP Psychology

HS

Isaac Woods

This is a presentation of my teaching abilities and beliefs demonstrated by my unit plan on biological psychology. This presentation is part of my secondary social studies training as a student at UNCG.

Teacher Professional Development that Influences Change

EL

Iris S. Ellington

NCLB continues to have a sweeping impact on public schools. It affects curriculum, testing, money spent, and teacher professional development. Yet, the 2011 Nation's Reading Report Card for NC, Grade 4 indicated we are not making a significant amount of growth in reading, with results indicating the achievement gap is not closing.

**TABLE 2**The Effects of Literature Circles on Students' Reading Comprehension Skills

MG

Tracy Schill

Middle school and high school English language arts teachers are deliberating the issue of why students have difficulty with reading comprehension. Reading has been a struggle for many classroom teachers as they face the issue of students lacking the skills necessary to comprehend both fiction and non-fiction texts.

Renaissance Unit Research

HS

Nicole Wobler

I am doing research on how effective my teaching is within my 9<sup>th</sup> grade World History Class at Southeast Guilford High School. As part of my final project for student teaching, in Dr. Journells class, I am to conduct a lesson plan and test how well it instructs my students into learning the material.

**PAPER PRESENTATIONS**

Presenters will present for the entire 30-minute session, in which they will present their research and facilitate discussion where applicable.

**Room 206****Audience Level**What do pre-service teachers think about student motivation?

MG, HS, U

Amanda Wall

This pilot study explored how pre-service teachers define motivation, how they plan to teach for motivation, what they consider to be obstacles to motivation, and what they would consider to be evidence of motivation in the classroom. Findings will be discussed in terms of the literature on motivation.

## POSTER PRESENTATIONS

Participants are invited to peruse the poster session and engage in dialogue with presenters.

Room 104	Audience Level
<u>Goal Setting with First Grade Students</u>	EL
Megan Marquardt	
My research is setting goals with first grade students based on their independent reading level. Each student graphed their current level and set a monthly goal. In between goal setting conferences, students filled out self-evaluation forms after guided reading and identified aspects they could improve upon to meet their goals.	
<u>The Effects of With-In Class Ability Grouping on Math Instruction in Elementary School</u>	EL
Rebecca McCrary	
What are best practices for math instruction in elementary school? Are students more successful when working in a small group setting with students of their ability level? Is ability grouping detrimental to student self esteem? This research focuses on with-in class grouping and the effects of homogeneous and heterogeneous grouping on math instruction.	
<u>Impact on Student Learning</u>	HS
Evan Mickey	
As a secondary social studies student teacher from the University of North Carolina at Greensboro, I will be conducting field research collecting performance data based on results I collect from students during a unit I created.	
<u>Beginner ESL Writing Strategies</u>	EL
Kimberly Michael	
The number of teachers with proper training to effectively teach ESL students does not measure up to the number of ESL students enrolled in schools today. It is important mainstream teachers have strategies targeted to the needs of our ESL students to teach writing effectively.	
<u>How Does Teacher Attitude Affect Student Motivation?</u>	HS
Elizbeth Orejan	
A teacher's feeling toward a particular student or subject can have a large impact upon a student's willingness to engage in the learning process. My research seeks to uncover how important teacher attitude is in the motivation of high school students.	
<u>What are the Effects of Bonus Pay on Motivation: 1% Across-the-Board v. Performance Pay?</u>	EL, MG, U
Rebecca Payne	
The impact of performance pay on student achievement is highly debated. What is its impact on teacher motivation? To investigate this question, surveys, interviews, anecdotal evidence, and observations have been conducted with teachers eligible for 1% across-the-board bonus and with teachers eligible for performance-based compensation.	
<u>Dolch Timed-Trials Diagnostic Model</u>	EL, U
Jonathan D. Rollins III	
A quantitative model is presented that attempts to predict the amount of time (in units) it may take a struggling reader or reading disabled child to learn sight words using Dolch's Word List. This model was also programmed in Java for easy implementation by test administrators.	
<u>Math Talks: How Math Discussions Can Improve Student Achievement</u>	EL
Kelly Trexler	
My study focuses on the impact of participation on mathematical understanding in a fourth grade classroom. Students today are expected to think and respond to high-cognitive demand tasks and high-stakes testing. This research will explore how a student's ability to discuss their own thinking and debate with their peers could improve mathematical achievement.	
<u>Using Technology to Connect Politics to Students</u>	HS
Kayla Walker	
Using a unit based on political parties and ideology, I used technology to try and bring politics to life for students. I wanted to see how using technology could get students interested or at least more connected to politics.	
<b>Room 202</b>	<b>Audience Level</b>
<u>Multigenre Work with World Literature</u>	EL, MG, HS, U
Cameron Agerston, Douglas Anderson, Scott Blackburn, Andrew Canino, Marcus Carpenter, Ned Daigle, Alexa DeRosa, Krystle Driver, Brittney Flinchum, Andrea Green, Kristin Henson, Canesha Hewett, Casey Hudgins, Suzanne Jessup, Jessica Livezey, Trinity Moore, Colin Poe-Kennedy, Topaz Ross, Brittany Serrano, Anna Smith, Melanie Vaughn, Matt Blalock, Jazmine Blake	
This poster session will open with conversation about the project assignment, the process work involved to complete the assignment, and writing workshop. Attendees will have the chance to select, view, and discuss the Multigenre Research Projects with the authors. The session will conclude with questions and discussion.	



## Meet & Greet Session

7:40-8:00

At this time all presenters and participants will attend a special meet and greet event to get to know educators in your grade level and from around the Triad area. Small deserts will be available.

Grades K – 8: Room 118

Grade 9 – University: Room 120

## Session 3

8:05-8:35

### ROUNDTABLES

Presenter 1 will present from 8:05-8:20.

Presenter 2 will present from 8:20-8:35.

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#### Room 212

#### Audience Level

##### TABLE 1

##### Impact on student learning in the classroom.

HS

Matthew Nordling

I'm doing a self study of my methods as a teacher within the classroom for my TED 465 class with Dr. Journell. More importantly I am doing a self study of the results of the methods that I used within the classroom by assessing the work of a selection of my students.

##### Findings of a Student Teacher

HS

Rebecca Lauren Pate

I am a secondary social studies student teacher at the University of North Carolina at Greensboro. My research will involve looking at one of my US History classes while they go through my unit on World War I. The significance and purpose of my research is ultimately to bring more research and findings to the teaching community. However, my main goal of my research is to assess myself as a teacher. Am I effective? Are the students learning? Hopefully my research will not only bring some findings that may benefit others but also will help me improve over time as an educator.

##### TABLE 2

##### The Middle Ages

HS

Aaron Perdue

Students within a 9<sup>th</sup> Grade Honors World History class are guided through a two week lesson on the European Middle Ages. As they examine topics ranging from the black plague to the Crusades, we will assess how well students are able to develop an accurate image of this period and, come the end, assess whether or not the middle ages were truly "medieval."

##### Understanding Between the Lines in Civil War History

HS

Nathan Phillips

I am a student teacher at UNCG working at Ragsdale high school teaching US history. I have developed a unit on the causes of the Civil War and on the Civil War. It is designed to show students the causes of the war and in a way that they can understand beyond the text book and to get them involved with it. The purpose of my research is to work on student writing and to work on a better understanding of history. Instead of using the text book students will use guided searches to read quotes from pro-slavery advocates to understand and see the causes of the Civil War. They will also get involved voting on what topics and issues they find to be the most significant to the war. This should show to the students a different side of history and increase their understanding.

#### Room 214

#### Audience Level

##### TABLE 1

##### Buddy Reading

EL

Laura Popp

This research focuses on how to ensure high quality tutoring and mentoring in a buddy reading program. The majority of the research is centered around training older buddies what to do before, during, and after reading.

##### Effective Feedback Strategies for Young Writers

EL

Sara Rogers

At times it can be challenging for K-2 teachers to know which instructional strategies are most effective in the area of writing. Most K-2 teachers would agree that feedback is a critical part of growing young writers. This study will examine which forms of feedback are most helpful and motivating to primary students. A first grade classroom in a local charter school will serve as the participants of the study. Data sources will include surveys, interviews, observations, and work samples.

**Room 214****Audience Level****TABLE 2**Impact on Student Learning During the Rise and Fall of the Roman Empire Unit

HS

Jenna Watson

This presentation is a self-study regarding the educational impact I had on my Honors World History students during the unit about the rise and fall of the Roman Empire. Although I have included information about the class as a whole, I have also assessed three students' progress throughout the unit.

Effects of Student Ownership in Writer's Workshop

EL

Eileen Sloan

This study is researching the effects of student ownership during writer's workshop in an urban, Title I school. Students are being observed using the writing process independently and self-assessment strategies such as rubrics, editing checklists and feedback forms. This study hopes to encourage progress of independent writing ability.

**Room 217****Audience Level****TABLE 1**Current Topics in Youth Literacies

EL, MG, HS, U

Tracy Schill, Katie Roquemore, Carrie Stacey, Vicky Morefield, Tawana Lemon, Mark Meacham, Joy Myers, and Christy Howard

Because we live in an increasingly diverse, globalized, and complex, media-saturated society, integrating 21st century literacies into current ELA classrooms is imperative for preparing students for the future. The purpose of this alternative roundtable session is to explore youth literacies and examine various ways in which teachers use those literacies as tools for learning. The session will begin with a whole-group discussion about youth literacies and then the audience will choose one roundtable to attend with two presenters. We will wrap-up the session with a brief whole-group discussion.

**Room 219****Audience Level****TABLE 1**What are the types and sources of teaching strategies that pre-service teachers use?

MG

Amanda Wall, Canesha Hewitt, Hillary Griffin, Pat Ibach, Kayla Osborne, Scott Williford

The purpose of this study is to understand how pre-service teachers learn about, use, and reflect on teaching strategies during their middle school internships. This research explores the links between theory and practice for beginning teachers and traces an idea (teaching strategies) from the university campus into middle school classrooms.

**Room 202****Audience Level****TABLE 1**Linking Evidence of Student Learning to Instruction in Mathematics

HS

P. Holt Wilson, Alexandria Bennett, Katie Carter, Anthony Sparks

In this symposium, we present findings from three action research projects and seek to understand student learning of secondary mathematics in relation to instruction and research on student mathematical thinking.

**Room 106****Audience Level****TABLE 1**"Like Riding a Bike:" High School Learners Engage with Multi-Genre Projects

HS

Colt Weaver and Adrienne Stumb

With the transition to the Common Core Standards and a renewed focus in authentic student writing, teachers need to find ways to engage their students in the writing process. The multi-genre project (MGP) accomplishes this by having the students create unique research and combining that with creative genre pieces.

**Room 204****Audience Level****TABLE 1**The Impact of Student Choice of Curricular Tasks on Motivation and Performance

MG

India R. Smith

As staff member at a low-performing high school, it was evident from the abundance of professional developments on student achievement that there was constant conversation being held by policy makers in regards to what could be done to better student performance; I wondered the same thing. I also realized, that no matter how much we invested in the ever-morphing trends involved in education, we would not be able to motivate our students to perform better until we took the time to examine what truly motivates them as learners and how we can combine those things with policy to create an educational program that serves the performance needs of all students. I am no longer a staff member there, but I now work as a literacy coach at the high school's primary feeder middle school. It has the same characteristics of the high school: low performing, low socio-economic status, same revolving use of initiatives. While it is a different building, I have entered it with the same concerns and observations. Student apathy is abundant at both schools, which makes me wonder, how can we have a greater impact on student motivation and performance?

The Heart of the Matter: Impact of Teacher/Student Relationships on Student Success at School

EL, MG, HS

Juliaette Thomas

I would like for my research on teacher/student relationships to stress the importance of establishing meaningful interpersonal relationships that garner student respect, especially from the neighborhood students who are in the minority at my school. Building good relationships with students in which teachers set standards of achievements and hold the students to achieving them will cause discipline issues to decrease and increase academic

success. I believe that teachers will strongly agree that exhibiting personal power in the classroom and starting every day with the belief that all students can learn will enhance student motivation and schools will be acknowledged as caring environments where students' needs are met on all levels, academically, socially.

TABLE 2

<p><u>Impact on Student Learning at Smith High School</u> Allison D. Tighe Through teaching a unit on the progressive movement in a U.S. History course quantitative and qualitative data taken from the students will be used to show the underlying persuasions of the instructor.</p>	HS
<p><u>Heterogeneous Grouping in Secondary Science</u> Emily K. Turner How do classmates influence a child's educational experience? In the last 100 years, educational policy has drifted from heterogeneous grouping of the classroom by age and ability in the proverbial one-room schoolhouse to the rigid tracking by ability in the 1950s and later. How does this affect a student's ability to learn?</p>	HS

## PAPER PRESENTATIONS

Presenters will present for the entire 30-minute session, in which they will present their research and facilitate discussion where applicable.

<b>Room 206</b>	<b>Audience Level</b>
<p><u>Time with Digital Technology and the Effects on Student Achievement</u> Hunter Yancey The twenty-first century presents educators with a multitude of digital technological tools to enhance the learning experience of their students. The amount of time teachers and students spend utilizing digital technology ultimately effects student achievement. These effects can subsequently affect teacher and student attitudes towards digital technology.</p>	EL, MG

<b>Room 208</b>	<b>Audience Level</b>
<p><u>Common Core - Uncommon Engagement: Harnessing Common Core to Maximize Student Engagement in 9<sup>th</sup> Grade English</u> Alice Verstradt, Angela Woods, Erin Byrnes, Jaymee Gaskins, Jill Cottengim, Kelly Krepelka <i>Why do we tell our stories? What are the advantages of telling our own story? What makes a telling of our story effective?</i> Common Core was transformed to uncommon student engagement when this team of 9<sup>th</sup>-grade English teachers anchored their work in these essential questions about student identity and voice.</p>	HS

## POSTER PRESENTATIONS

Participants are invited to peruse the poster session and engage in dialogue with presenters.

<b>Room 108</b>	<b>Audience Level</b>
<p><u>Using Multicultural Literature in the Content Areas</u> Julie Nelson, Katherine Boringa, Chelsea Gund, Ashley Gill, Cherrel Miller Dyce, Lauren Carrico, Quinlan Bergh As the student population in America's schools becomes more and more diverse, and as our world becomes more globally connected, it is imperative that teachers broaden and deepen their knowledge of how to utilize diverse literature in the curriculum. As such, this poster presentation will provide strategies for implementing multicultural literature across the curriculum.</p>	EL, MG, HS, U

<b>Room 110</b>	<b>Audience Level</b>
<p><u>What does it mean to be literate in the 21st Century</u> Krystle Driver, Derrick Dellinger, Christopher Lucas, Shane Hill, Anna Brewer, Lizzie Maki, Mandy Overby This video poster session asks us to consider the ways that literacy is shifting and changing both in and out of the classroom. The 3 minute videos will be followed by discussion about what this means in relationship to the common core and the classroom.</p>	EL, MG, HS, U



**A special “Thank You” to our moderators:**

Dale Schunk	Val Vickers
Holt Wilson	Barbara Levine
Wayne Journell	Bev Faircloth
Heidi Carlone	Nicole Martin
Colleen Fairbanks	Edna Tan

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Joy Myers, TTR Co-founder  
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